

YORK CATHOLIC DISTRICT SCHOOL BOARD

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AGENDA
STUDENT SUCCESS & PATHWAYS COMMITTEE
Wednesday, November 13, 2024 - 2:00 p.m.

LAND ACKNOWLEDGEMENT

We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us. We respectfully acknowledge those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it. We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth.

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2.	ROLL CALL	A. Arcadi
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5.	APPROVAL OF THE PREVIOUS MINUTES:	
a.	Student Success & Pathways Committee Meeting, May 13, 2024	A. Saggese 2
6.	BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	
7.	PRESENTATION(S):	
a.	Artificial Intelligence Update	A. Arcadi 6
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c.	Continuing Education: Travel for Credit Programs	A.Pasquini 18
8.	ACTION ITEMS: N/A	
9.	DISCUSSION/INFORMATION ITEMS:	
a.	Update: letter to Ministry re: itinerant de-streaming teachers	A. Arcadi
10.	NOTICES OF MOTION	
11.	FUTURE AGENDA ITEM(S)	
12.	NEXT MEETING DATE: Monday, December 9, 2024	
13.	ADJOURNMENT	

Trustee Committee Members: F. Alexander, M. Barbieri, J. DiMeo, A. Grella, A. Saggese

Jesus, Prince of all Heavenly truths, Your Words are carved for eternity. You have commanded the virtue of honesty. It is the power against all deceptions. Direct Your Spirit of honesty upon us. Guide our daily thoughts, words and actions, to join those living by the Spirit of truth. For honesty yields harmony and loyalty. Amen

York Catholic District School Board
MINUTES
STUDENT SUCCESS & PATHWAYS COMMITTEE
Monday, May 13, 2024

Attending:

Trustee Committee Members: (In Person) F. Alexander, A. Saggese
(Virtual) M. Barbieri

Other Trustees: (In Person) E. Crowe, J. Wigston
(Virtual) M. Iafrate

Absent with Notice: J. DiMeo, A. Grella

Administration: A. Arcadi, Alex Battick, John De Faveri

Staff: Daniel Astorino, Marisa Benakis, Daniel LaGamba
Cristine Mazzeo, Anthony Pasquini, David Pimentel

Recording: L. Coquim

Presiding: A.Saggese, Committee Chair

1. **OPENING PRAYER:** (The Land Acknowledgement was recited after the Prayer)
2. **ROLL CALL:** Trustees Di Meo & Grella - Absent with Notice
3. **APPROVAL OF NEW MATERIAL:** NIL
4. **APPROVAL OF THE AGENDA**
THAT the Student Success & Pathways Committee Agenda be approved as presented.
MOTION: Barbieri/ Crowe
CARRIED
5. **APPROVAL OF THE PREVIOUS MINUTES**
THAT the Minutes of the Student Success & Pathways Committee Minutes held on February 5, 2024
MOTION: Barbieri/ Wigston
CARRIED
6. **BUSINESS ARISING FROM THE MINUTES OF PREVIOUS MEETING:** NIL
7. **OUTSIDE PRESENTATION(S):** NIL

8. PRESENTATION(S):

Curriculum Updates Presentations

Presented by Anthony Arcadi, Superintendent of Education: Curriculum and Assessment

a) STREAM Centers - Presented by Marissa Benakis, STREAM consultant

Ms. Benakis updated on the Stream Centers of Excellence for the 2023-2024 academic year. They have successfully conducted 719 workshops and completed 31 school project visits, impacting 727 educators and 16,887 students, which constitutes 56% of the elementary system. Remarkably, the centers have achieved in one year what previously required a year and a half.

The workshops have been revised to ensure better alignment with the curriculum, organized by grade level and enhanced with detailed assessment checklists and connections to Catholic social teachings. The offerings have increased from 13 to 16 workshops, with plans for further expansion.

Feedback from participants has been overwhelmingly positive: 97% of teachers rated the lessons as highly valuable, 88% reported professional growth, and 98% noted enhanced student engagement and learning. The primary challenge encountered was limited access to technology.

Additionally, the introduction of School-led STREAM Projects has enabled schools to initiate multi-day projects with support from the centers. This initiative engaged 41 educators and 522 students directly, impacting a total of 933 students with project themes ranging from efficient flight to sustainable design, all while integrating Catholic values and design thinking.

Looking to the future, the centers aim to expand workshop themes, increase the number of school-led projects, and strengthen school partnerships. The initiatives have garnered interest from other educational boards, and there is a commitment to enhancing offerings with themes such as podcasting and sound engineering.

In conclusion, both teachers and students have reported high levels of engagement and learning. These programs effectively align STREAM education with Catholic teachings, fostering creativity and problem-solving skills. This success underscores the centers' commitment to integrating faith and education, preparing students to become innovative global citizens.

Trustee Alexander inquired about how the methodology is applied and replicated in everyday practices. Consultant Benakis responded that the key lies in effectively addressing everyday problems. She explained that once projects were selected, the Stream Team organized meetings with each school to provide feedback and mentorship throughout the planning and implementation process. These projects began in classrooms and culminated at the Stream Centers of Excellence, allowing access to advanced learning environments, technology, and specialized resources. This initiative was designed to support educators at various stages of STREAM learning, fostering deeper knowledge and leadership skills.

Trustee Barbieri expressed appreciation for the success of the STREAM program and its positive impact on students. She emphasized the importance of expanding access to STREAM in communities without dedicated centers and thanked the entire team for their efforts. Additionally, she highlighted that the program not only prepares students to be global citizens but also fosters their faith and values, noting the significance of collaborative growth among educators in enhancing these components.

b) DeStreaming - Presented by Daniel Astorino, DeStreaming Consultant

Presenter Daniel Astorino provided updates on the streaming program. Since September 2021, the program has implemented new curricula across several subjects, including a new English curriculum this year and a geography curriculum planned for next year. Targeted strategies and free resources, such as Microand and ArcGIS support these initiatives. The itinerant streaming teacher (ADT) program

has benefited over 16,758 students across 103 schools, offering professional development and innovative teaching strategies that have significantly enhanced student confidence and performance. Despite this success, the ministry has decided to refrain from funding the program for the upcoming year. Superintendent Arcadi and Vice Chair lafrate expressed their disappointment and suggested appealing to the Minister of Education to reinstate funding, emphasizing the program's positive impact on student learning and engagement.

Chair Crowe expressed strong support for continuing a successful Destreaming program, emphasizing the potential loss if it were to be discontinued. Trustees proposed writing a letter to the Minister of Education requesting the restoration of funding for the program, noting the importance of sharing information about its successes. The discussion revealed confusion over recent funding cuts, with Superintendent Arcadi clarifying that while some minor implementation funding remains, significant funding for teacher salaries has been eliminated. Vice-Chair lafrate suggested including a hyperlink to the presentation in the letter to capture the presenter's passion, and the motion to write the letter passed unanimously.

c) Early Reading Screener - Presented by Marlene Perry, K-12 Literacy Consultant

Ms. Perry reported on the implementation of the early reading screener program, which is nearly complete after training 500 teachers, with support from colleagues such as Maxine Highet and Robert Cannon. This initiative is based on the Ontario Human Rights Commission's Right to Read report, which mandates screening for students in kindergarten through grade two starting in September 2024. The selected screener, Acadience, aligns with the new literacy curriculum and provides digital tools to help teachers identify and support students in need of assistance. This significant equity initiative aims to ensure that all students achieve reading success and has received an overwhelmingly positive response from dedicated educators.

Religion

Vice-Chair lafrate praised the enthusiasm and creativity of the team during their updates, highlighting their ability to find innovative solutions despite limited funding for teachers. She noted the overwhelming interest from educators eager to enhance literacy learning and emphasized the importance of food in engaging students. Trustee Alexander also congratulated Marlene, expressing admiration for her work and its alignment with the strategic plan, and commended the team's high performance. Overall, there was a strong appreciation for the dedication and creativity displayed in the initiatives presented.

d) Religion Department Updates - Presented by David Pimentel, Principal of Religion

The Religious Education Team, led by Principal Pimentel and team members Francesca Sarcinella and Nancy Davie, provided updates on recent initiatives and programs during the Easter season, highlighting the upcoming Pentecost and the successful implementation of the "Growing in Faith, Growing in Christ" curriculum from kindergarten to Grade 8. They celebrated the positive reception of events like a Visio Divina, the Easter Twilight retreat, and the board-wide Lenten mass, noting increased participation across schools. The team emphasized the importance of religious education in Catholic institutions, announcing plans for future resources aimed at enhancing understanding of Christian virtues and engaging students through interactive digital platforms. They also discussed ongoing collaboration with the curriculum department and upcoming events related to Catholic Education Week and initiatives such as the Luke 418 Symposium focused on social justice. The committee is committed to fostering a deep spiritual connection among students while ensuring relevant and accessible educational materials, and promoting a vibrant Catholic faith within the community.

Trustee Crowe posed a question to Superintendent Arcadi about the availability of French resources for Grade 9 religious education within the Catholic curriculum. Trustee Crowe expressed concern that Grade 9 French immersion students currently lack access to a comprehensive religion program similar to their English-speaking peers, and he advocated for the possibility of purchasing these resources for every Grade 9 student to ensure equitable access to religious education in both languages.

Superintendent Arcadi indicated that a key challenge in implementing French resources for Grade 9 religious education is the shortage of French-speaking teachers available to instruct in various subjects, including religion. Mr. Arcadi noted that discussions regarding this issue have occurred previously, questioning whether teachers could instruct subjects like religion, drama, or careers and civics for Grade 10. He clarified that while his team is not the final decision-makers on this matter, they can facilitate further exploration and collaboration, especially with the human resources department, to find potential solutions.

Trustee Saggese expressed appreciation for the work of the Religion Department and the educators involved in delivering faith-based education. She endorsed Nancy Davies' statement that every week should be regarded as Catholic Education Week. Trustee Saggese commended the abundance of high-quality, faith-filled resources available to teachers, noting their usefulness in the classroom, particularly during her own teaching experience. Trustee Saggese congratulated Nancy Davie for her involvement in the faith pedagogy planning team and acknowledged the value of having accessible resources for fostering students' relationships with Christ. Trustee Saggese concluded by thanking the team on behalf of all Catholic teachers for their efforts in enriching students' faith experiences.

e) Continuing Education Updates - Presented by Anthony Pasquini, Principal of Con Ed.

Principal Pasquini shared updates from the Continuing Education Department. Currently, nearly 5,000 students are enrolled in the International Languages program, which offers 21 languages. The department aims to expand this program by adding more languages based on demand and available instructors. They are also surveying elementary parents to gauge interest in fee-paying general interest programs.

This semester, the department has set a record with 1,945 students enrolled in night school. A successful credit-earning travel opportunity to Italy and Spain was offered to Saturday International Languages students. For summer school, they anticipate a record enrollment of nearly 9,500 students across in-person, remote, and e-learning modalities, with registration open from March 9 to June 8 and expected enrollment to exceed last year's total of 12,000 students.

Looking ahead, the department plans to expand literacy and numeracy remedial programs, adult credit courses, and travel-for-credit opportunities, including a bus trip to Ottawa, Montreal, and New York City. Additionally, they will offer aquatic leadership courses at various community centers and expand their reach to Richmond Hill and Aurora.

Trustees expressed their satisfaction with the Continuing Education presentation and were particularly pleased to learn about the ongoing success of the Kickstart program.

11. NOTICE OF MOTION:

The reinstatement of DeStreaming teachers is essential to providing an equitable and effective educational environment. Their specialized skills and knowledge are critical in supporting students' diverse learning needs and ensuring the de-streaming initiative's success. A motion to write a letter to the MOE to reinstate the DeStreaming teachers for September 2024 was brought forth by E. Crowe and seconded by M. Iafrate.

A copy of the DeStreaming presentation is to be accompanied by the letter forwarded to the MOE.

12. FUTURE AGENDA ITEM(S): NIL

13. NEXT MEETING DATE: November 13, 2024

**14. ADJOURNMENT: 8:41 pm
ON MOTION: Iafrate/ Crowe
CARRIED**



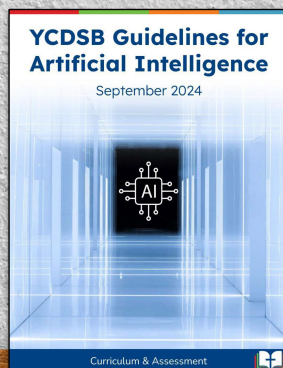
SSP: November 13, 2024

Curriculum & Assessment

Artificial Intelligence Update

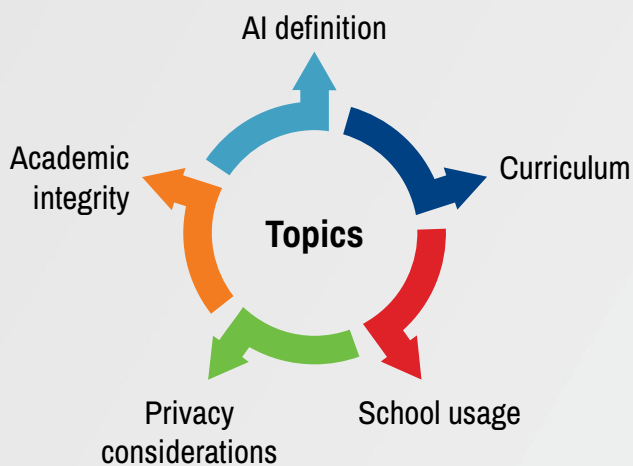


AI DOC ISSUED VIA SYSTEM MEMO SEPTEMBER 2024



This document aims to share guidelines for YCDSB educators regarding the effective and responsible use of artificial intelligence (AI).


AI PARENT GUIDE



WHAT IS ARTIFICIAL INTELLIGENCE?

- Definition of AI: Technology that enables computers to simulate human thinking.
- Generative AI (GenAI): A type of AI that creates original content based on user prompts.
- Examples of AI-generated content provided.





Artificial Intelligence

Information for Parents and Guardians

What is artificial intelligence?

Artificial intelligence (AI) is a technology that enables computers to mimic human thinking by using data to learn, solve problems, and make decisions. In particular, generative AI (GenAI) can create different types of original content through prompts (refer to the table below).

Type	Example of Generated Content
Text	A short story, an essay, or an email written based on prompts provided by the user
Images	A digital drawing or artwork created from a description
Music	A melody or background music composed from a given style, mood, or instrument request
Code	A simple calculator app created based on user input

Where is AI in the curriculum?

The Ministry of Education advocates for promoting digital literacy, "the ability to solve problems using technology in a safe, legal, and ethically responsible manner," in every grade and subject. The Ontario curriculum specifically addresses emerging technologies like AI in elementary science, grade 9 geography, grade 10 technological education, and grade 10 computer studies.

How can AI be used at school?

In our schools, teachers carefully decide when AI can enhance learning and when it is not appropriate to use. They rely on their professional judgement to determine how to best use AI in the classroom and ensure that they are used in ways that benefit students. In some cases, teachers may choose not to use AI if it does not support the learning goals or is not suitable for a specific task.

AI can facilitate the development of both literacy and numeracy skills. For example, AI tools can assist students by helping them brainstorm ideas for a writing assignment or providing suggestions to improve their grammar and sentence structure. In numeracy, AI can provide step-by-step explanations for solving complex math problems, helping students better understand the process and guiding them to solutions when they get stuck.

What are privacy considerations when using AI?

When using AI in schools, privacy is a top priority. AI tools can store data entered by users, so it is important that no personal or identifiable information about students, such as names, birthdates, or educational records, is shared with AI platforms. Teachers must ensure that sensitive information is not uploaded, and AI platforms are chosen carefully to comply with privacy laws and protect student data. If a teacher plans to use AI in the classroom, a consent letter will be sent home for parents or guardians to review and approve before the tools are introduced to students.


How is academic integrity addressed?

As digital disciplines, students are expected to properly cite or credit any work from any source, including AI. If teachers allow the use of AI, they will explain how and when it can be used in assignments, and students must give credit for any AI-generated content. AI should not be used if the teacher has not given permission. If it is used without proper credit, it could be considered plagiarism, and the school will address this according to board policy. AI can help with learning, but students' own thinking and work should remain central to their education.

Additional Information

- [Guide for Education, Guardians Guide to AI](#)
- [Options for AI-generated content](#)


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WHERE IS AI IN THE CURRICULUM?

- Digital Literacy Promotion: Ministry of Education emphasizes digital literacy for problem-solving with technology safely and responsibly in every grade and subject.
- AI Integration: Emerging technologies, including AI, is addressed in specific curriculum:
 - Elementary Science
 - Grade 9 Geography
 - Grade 9 Technological Education
 - Grade 10 Computer Studies





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HOW CAN AI BE USED AT SCHOOL?

- **Teacher Discretion:** Teachers decide when AI use is beneficial or appropriate for learning objectives.
- **Learning Goal Alignment:** AI is used only when it supports specific learning goals and tasks.
- **Examples of how AI can facilitate the development of both literacy and numeracy skills** are provided.





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WHAT ARE PRIVACY CONSIDERATIONS WHEN USING AI?

- **Privacy Priority:** Protecting student privacy is essential when using AI in schools.
- **Data Handling:** No personal or identifiable student information (e.g., names, birthdates) should be shared with AI platforms.
- **Teacher Responsibility:** Teachers ensure no sensitive information is inputted and select AI tools that comply with privacy laws.
- **Parental Consent:** Consent letters are sent to parents before introducing AI tools in the classroom.





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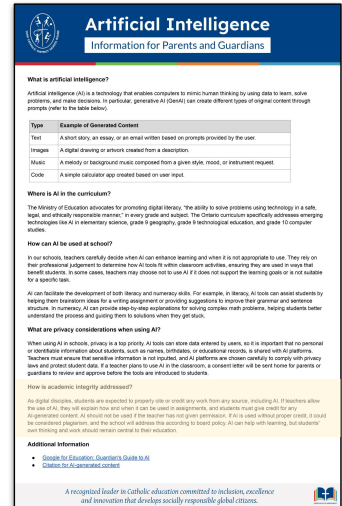
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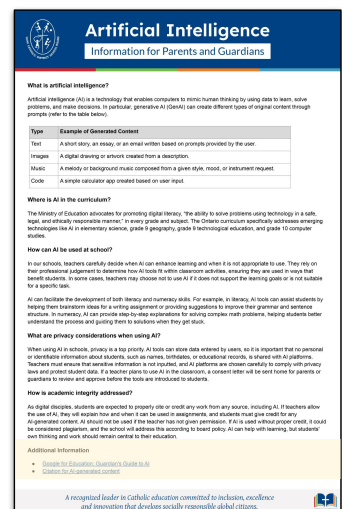
HOW IS ACADEMIC INTEGRITY ADDRESSED?

- Citing AI Sources: Students must credit any work produced by AI, following teacher guidance.
- Guidance on AI Use: Teachers explain when and how AI can be appropriately used in assignments.
- Board Policy: Possible cases of plagiarism addressed according to Board policy.
- Focus on Student Thinking: AI should support learning but not replace students' own work and ideas.



ADDITIONAL RESOURCES

- Google for Education: A Guardian's Guide to AI is available for further insights.
- AI Citation Guide: Provides guidelines on how to credit AI-generated content properly.



NEXT STEPS

Share AI Parent Guide on:

- Board and school websites
- System Memo



STREAM Updates



SCALE OF SERVICE - TERM 1

By the end of Term 1, the STREAM Centres of Excellence will have served approximately...

315 Workshops

315+ Educators

7792 Students

100% Schools

STREAM CENTRES OF EXCELLENCE		THEMATIC WORKSHOP DESCRIPTIONS 2024-2025	
Grade 5	Design An Aid for Activities of Daily Living - AADL: Students will work through the design thinking process to solve problems related to healthy, independent living. At the STREAM Centre, students will use Lego Spike Prime to design an assistive living aid.	Grade 1	Design A Clean Machine: Students will work through the design thinking process to solve problems related to pollution. At the STREAM Centre, students will use micro:bit robots to create and simulate their clean machines.
Grade 6	Design A Structure for Climate Resilience: Students will work through the design thinking process to solve problems related to climate change.	Grade 2	Design A Map of A Balanced Community: Students will work through the design thinking process to create a balanced community. At the STREAM Centre, students will design a video game featuring a balanced community using the Scratch app.
Grade 7	Design A Device to Solve Problems Related to Air Pollution: Students will work through the design thinking process to solve a problem related to air pollution. At the STREAM Centre, students will use Sphero Indi and art materials to design a "path to peace" when experiencing BPD feelings.	Grade 3	Design A Path to Peace: Students will work through the design thinking process to solve a problem related to emotional regulation. At the STREAM Centre, students will use Sphero Indi and art materials to design a "path to peace" when experiencing BPD feelings.
Grade 8	Design A Sustainable Solution: Students will work through the design thinking process to solve a problem related to sustainability. At the STREAM Centre, students will use Lego Mindstorms to design a sustainable solution.	Grade 4	Design A Device to Aid in Animal Rescue: Students will work through the design thinking process to be "helpful humans" who aid animals in distress. At the STREAM Centre, students will use Lego WeDo to design a device to support animal rescue.
Grade 9	Design A Device to Solve Problems Related to Water Conservation: Students will work through the design thinking process to solve a problem related to water conservation. At the STREAM Centre, students will use Lego WeDo to design a device to support animal rescue.		



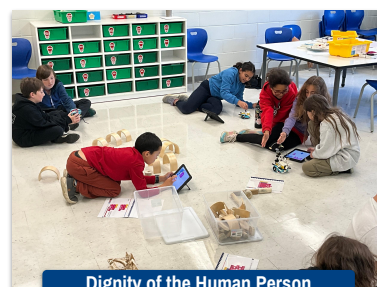
FAITH-INSPIRED INNOVATION THROUGH STREAM



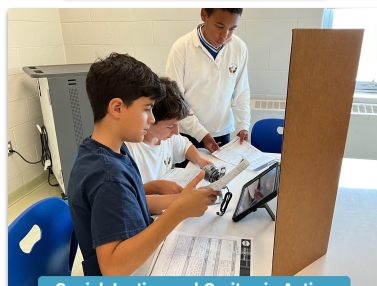
Prayer and Mental Health



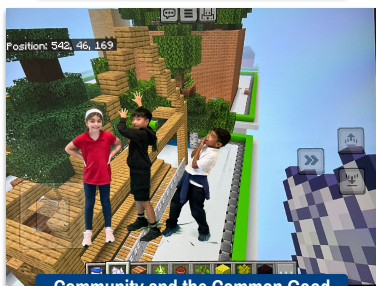
Stewardship of Creation



Dignity of the Human Person



Social Justice and Caritas in Action



Community and the Common Good



Responsible Consumption

ALIGNMENT WITH MYSP COMMITMENTS

Meaningful connections to the OCSGEs and CSTs

Integrated approach to various curricula

Fosters global competencies

Equal access to STREAM learning and resources

Workshops offerings focused on well-being

Catholic Faith

Nurture faith formation and relationships with Christ.

- Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.
- Embed and prioritize the Ontario Catholic School Graduate expectations into all curriculum areas.
- Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.

Equity and Inclusion

Build and sustain an equitable, inclusive and accessible learning and working environment.

- Recognize, value, integrate and celebrate the dignity and diversity of all students, staff and Catholic school communities.
- Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.
- Actively promote, support and expect excellence for all students to achieve their God-given potential.

Student Achievement

Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

- Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.
- Align program initiatives with the global competencies and future trends in education and the workforce.
- Offer inclusive and specialized programs that address and engage all student learner profiles.

Well-Being

Promote and nurture the social-emotional, spiritual and physical well-being of all members of the YCDSB.

- Provide equitable access to evidence-based culturally-responsive services and resources for all.
- Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.
- Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.



PILGRIMS OF HOPE THROUGH STREAM

When we work through the design thinking process, we *journey* to solve real-world problems that people face in life.

When we use our God-given gifts and talents, we demonstrate our hope about the possibility of solutions. We recognize others as our brothers and sisters and actively work to the community and the common good.



DESIGN THINKING

At the York Catholic District School Board, Design Thinking is a process for solving authentic problems in innovative and creative ways. Along these lines, Design Thinking is synonymous with STREAM Learning in that identifying and solving real-world problems is anchored in the Design Thinking Process (refer to the framework below).

THE FIVE PHASES OF THE DESIGN THINKING FRAMEWORK:



With God all things are possible.

Matthew 19:26

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.



PILGRIMS OF HOPE THROUGH STREAM

STREAM Centres of Excellence
@STREAM_ycdsb

Grade 3/4 "Pilgrims of Hope" were thrilled to explore new ideas and embrace collaboration at the STREAM Centre! Driven by curiosity, they learned how human actions impact nature and the importance of empathy in caring for God's creation. 🌱💡 #STREAMSpotlight



STREAM Centres of Excellence
@STREAM_ycdsb

A shoutout to two Grade 7 "Pilgrims of Hope" who worked together to create a game teaching digital citizenship through the lens of kindness, respect, and faith. With hearts for service, they led the class, sharing how to live out our faith online. 🌐💡 #STREAMSpotlight



York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary & Secondary Principals and Vice-Principals
Elementary & Secondary Teachers

CC: Maria Benakis, STREAM Consultant K-12: Curriculum & Assessment
Nancy Davis, Consultant: Religious Education, Family Life, Adult Faith, & Equity
Francesca Sannicelli, Consultant: Religious Education, Family Life, Adult Faith, & Equity
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment
Cristina Mazzoni, Coordinator of Secondary Programs: Curriculum & Assessment
David Pimentel, Principal of Religious Education, Family Life, Adult Faith, & Equity

From: Anthony Arcadi, Superintendent of Curriculum & Assessment

Date: October 3, 2024

Re: STREAM Spotlight: Pilgrims of Hope

Reference #: C:136

The STREAM Centres of Excellence and the Religion Department seek to spotlight STREAM leadership among YCDSB students while focusing on this year's Catholic Education Week theme, *Pilgrims of Hope*.

A pilgrim is someone who is on a journey to a holy place. The journey is meant to help them change, learn and grow. In STREAM, when we work through the design thinking process, we journey to solve real-world problems that people face in life. When we use our God-given gifts and talents, we demonstrate our hope about the possibility of solutions. We recognize others as our brothers and sisters and actively work to serve the community and the common good.

As we endeavour to spotlight students as pilgrims of hope, we invite schools to submit examples of students (individuals or groups) engaged in STREAM leadership. These can take place in any of the following contexts:


- STREAM Centres of Excellence
- Classroom environment
- School-wide initiative
- Community or parish initiative

Teachers can use this [Google Form](#) to submit examples on an ongoing basis throughout the school year. Student spotlights will be celebrated via social media (e.g., Board X accounts).

Any inquiries about the STREAM Spotlight: Pilgrims of Hope initiative can be directed to Maria.Benakis@ycdsb.ca.

For efficient access to key curriculum-related information that is curated and developed by the Curriculum & Assessment Department, please refer to cad.ycdsb.ca and board.x.ycdsb.ca.


STREAM Spotlight: Pilgrims of Hope - System Memo: October 3, 2024




GUIDING LIGHTS OF STREAM - EXEMPLIFIED BY SAINTS

STREAM


Saint Albert the Great
The scholar who bridged faith and science, fostering a deeper understanding of the natural world. To Albert, all of science displayed beautifully the plan and providence of God.



October

STREAM

Saint Catherine of Alexandria
The intellectual martyr who used reason and debate to challenge the status quo. Moved by the power of the Holy Spirit, Catherine spoke eloquently in defense of her faith.



November

STREAM

St. Joseph of Cupertino
The flying friar who inspired dreamers to reach for the skies. Joseph's gift led him to be humble, patient, and obedient, even in the most difficult of times.



Painting by Gumbertino Cignoni

December

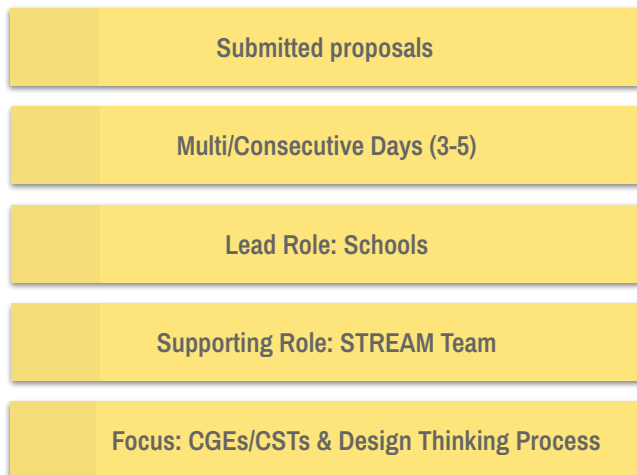
"The memory of the Saints leads us to raise our eyes to Heaven: not to forget the realities of the earth, but to face them with greater courage, with more hope."

Pope Francis, Angelus, November

2019



SCHOOL-LED STREAM PROJECTS - YEAR 2



York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary Principals and Vice-Principals
Elementary Teachers, Grades 1-8

CC: Maria Benakis, STREAM Consultant K-12; Curriculum & Assessment
Daniel La Gamba, Coordinator of Elementary Programs, Curriculum & Assessment

From: Anthony Arcadi, Superintendent of Curriculum & Assessment

Date: October 3, 2024

Re: School-led STREAM Projects (Elementary)

Reference #: C:146

The STREAM Centres of Excellence invites elementary classes from grades 1-8 to submit proposals for school-led STREAM projects.

Elementary classes participating in this initiative will work on their projects at a STREAM Centre of Excellence, utilizing the space, resources, and expertise of the on-site STREAM teacher for a period of 3-5 consecutive days. Transportation to and from the STREAM Centre will be provided centrally each day.

Due to limited availability, not all projects will be selected. Preference will be given to proposals that meet the following criteria:

- Exemplifies STREAM pedagogy (i.e., interdisciplinary, centred on authentic real-world problems, honours student voice and choice).
- Follows the YCDSB Design Thinking Framework (English, French).
- Aligns with the *Ontario Catholic Graduate Expectations* and/or Catholic Social Teachings.

Application Process

One proposal is to be submitted per school by the school principal using the provided [proposal template](#) (click the "Use Template" button to create your own editable version).

Proposals are due **November 7, 2024**, via this [Google Form](#). Schools whose proposals are approved will submit a final report in April 2025, detailing the progress made with project goals and the impact on student achievement and well-being.

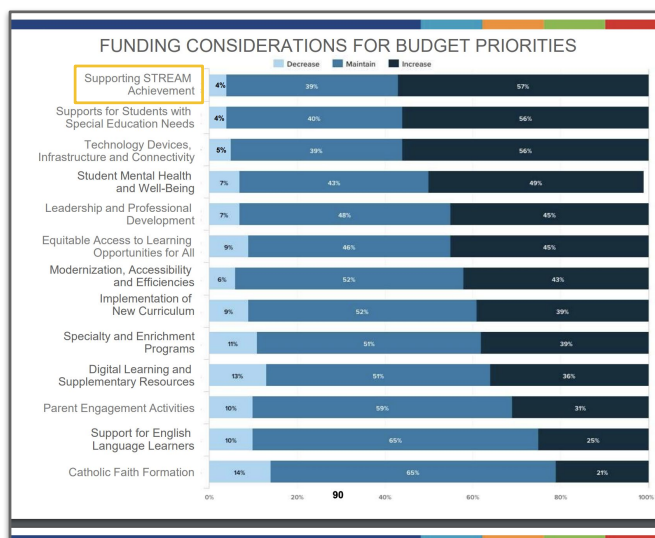
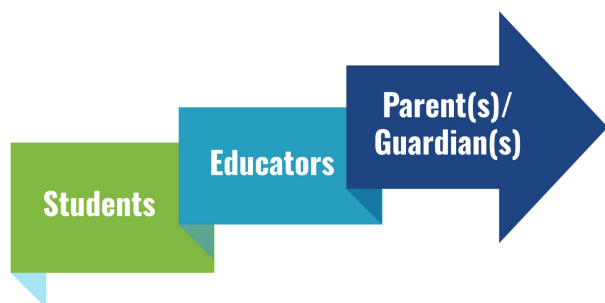
For any questions about this opportunity, please contact [Maria Benakis@ycdsb.ca](mailto:Maria.Benakis@ycdsb.ca).

For efficient access to key curriculum-related information that is curated and developed by the Curriculum & Assessment Department, please refer to [csd.ycdsb.ca](#) and our X account ([@CAD_ycdsb](#)).

School-led STREAM Projects (Elementary) - System Memo, October 3, 2024



CONTINUOUS CONSULTATION



Source: Presentation by C. McNeil, Regular Board Meeting, April 30, 2024



PARENT/GUARDIAN FEEDBACK

After every class visit to the STREAM Centre, parents/guardians receive a feedback survey to share their comments on:

Impact of experience

Outcome of participation

Value of program

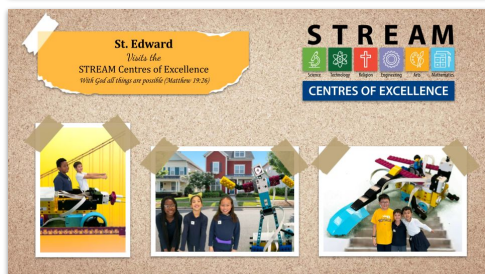
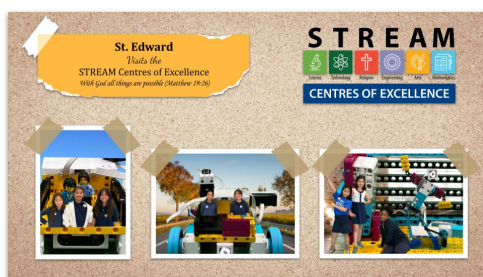
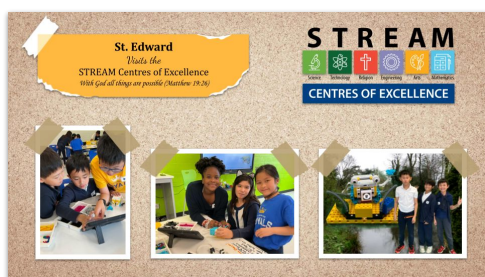
Open Offerings

"The STREAM Centre provides a well-rounded experience where students can learn about science, technology, and religion in harmony. I was impressed by the integration of environmental topics and how they were linked to faith and ethical values."

"Helping the kids to connect real problems with solutions that applied technology prepares them for the future and reduces the intimidation to join a STREAM oriented career."

"It should be able to be accessed by the classes multiple times throughout the year. One time is great! But repetition is the key. Hands on learning is always fun. It engages different skills and it builds interpersonal relationships. The children need to be exposed more frequently so that they can have several different experiences to get them excited about ALL of the facets of STREAM."

CELEBRATION OF LEARNING



PROFESSIONAL LEARNING ROOTED IN FAITH



Business Studies



Geography



Technological Education



What is involved in the creation of “a better world”? The expression does not allude naively to abstract notions or unattainable ideals; rather, it aims at an authentic and integral development, at efforts to provide dignified living conditions for everyone, at finding just responses to the needs of individuals and families, and at ensuring that God’s gift of creation is respected, safeguarded and cultivated.

- Pope Francis



A ROVER'S STORY: READ ALOUD STREAM INITIATIVE

“I’m not sure. I’m not sure how I could be sure. But I have the strangest and best of all human emotions about it - hope” (Resilience the Rover)

Grade 6 STREAM Read Aloud Initiative

Cross-Curricular: Religion, Language, Science, Visual Arts

Rooted in the Catholic Social Teaching on Human Dignity



Continuing Education Update



Elementary Programs

Program	Fall 2023	Fall 2024
International Language - Remote and in-person classes	2,683 (6 sites)	2,627 (8 sites)
Elementary Band at St. Elizabeth CHS	N/A	27

International Languages - Elementary

Expanded languages to include Igbo (Nigeria) and our delivery models to include after school programs.

Helping to shape your future



Secondary Programs

Program	Fall 2023-24	Fall 2024-25
Night School Credit	1117	1073
Saturday International Language Credit	390	281
After School Remedial Non Credit (Gr.9-10)	710	872
Yearbook, percussion, high performance athlete, and International Baccalaureate courses	139	187


Helping to shape your future



NEW AND INNOVATING PROGRAMS

After School Remedial Literacy and Numeracy Program for Grade 9 and 10 students

872 students are currently registered for semester 1. These programs focus on the preparation for Grade 9 EQAO and Grade 10 OSSLT.



ARE YOU IN NEED OF A LITTLE EXTRA HELP?

AFTER-SCHOOL LITERACY AND NUMERACY

OFFERED IN-PERSON AT YOUR HIGH SCHOOL!


Designed to improve your literacy and numeracy skills. Ideal for students needing preparation for Grade 9 EQAO or Grade 10 OSSLT.

SEMESTER 1

LITERACY & FRENCH IMMERSION LITERACY
 October 16th, 2024 - December 18th, 2024
 Wednesdays
 2:45 p.m. - 3:45 p.m.
French Immersion is only offered at select locations.





NUMERACY
 September 30th, 2024 - December 16th, 2024
 Mondays
 2:45 p.m. - 3:45 p.m.

Register here: ce.ycdsb.ca



Students must be able to commit to mandatory attendance.

Please review our [Code of Conduct](#). All classes are run based upon sufficient enrolment and teacher availability.

   
[@ycdsbconed](#)

NEW AND INNOVATING PROGRAMS

Travel For Credit – March Break

Approximately 400 people were in attendance (in person and virtual) for the parent information evening on October 1, 2024. We look forward to expanding our program to new destinations (i.e., Japan and Portugal).

Saturday International Languages

TRAVEL FOR Credit

Jetset to Success!

Spain, France, Italy, Portugal and Japan!

- 13 classes of remote language instruction every Saturday from December 7th, 2024 to April 12th, 2025.
- Action packed March Break trip to one destination paired with the respective high school language credit.

Join our Parent Meeting on October 1st, 2024 at 7:00 p.m. for more information!

Register [HERE](#) or scan to sign up!

This course is for Secondary High School Students Only!



STUDENT FEEDBACK

The trip was great and I had an amazing time.

All chaperones were amazing and made the experience so much easier to adapt to.

The hotels were comfortable and welcoming.

The accommodations were lovely. The hotels were all clean and nice.

The hotel location was very close to popular venues and it was very convenient.

I was very satisfied with the Italian/Spanish food.

The buses were very nice and I had no trouble travelling from place to place.

The transportation was excellent and the buses were exceptional.

Our tour guide was very informative and kind.

Our tour guide was spectacular and made a great impression with all of the students.

Although it was very intense, I loved every minute of it. The itinerary allowed us to visit so many things and learn about the culture.

It was a very busy and enjoyable itinerary

Our tour guide was well-versed and spoken. She was stellar.

NEW AND INNOVATING PROGRAMS

Travel For Credit – Summer School

We will offer Grade 10 Civics/Careers to Ottawa, Montreal, and New York City, Grade 10 History to Belgium and France, and Grade 11 English to Ontario in July 2025.

Travel For Credit – Summer School – Europe

About 500 people registered (in person and virtual) for the parent information evening on November 6, 2024. We are offering Grade 12 English and Visual Arts in France, Italy, and Spain in July 2025.



Summer TRAVEL FOR CREDIT PROGRAM

PARENT MEETING
Wednesday, November 6, 2024
7:00 p.m. to 8:00 p.m.

Sign up here with the QR code or visit ce.ycdsb.ca

DESTINATIONS

- OTTAWA, MONTREAL & NEW YORK: Grade 10 Civics & Careers (CHV2O & GLC2O)
- FRANCE & BELGIUM: Grade 10 History (CHC2D)
- ONTARIO: Grade 11 English, Indigenous Voices (NBE3U)
- ITALY or SPAIN or FRANCE: Grade 12 Art (AVI3M) or Grade 12 English (ENG4U)

The poster features a collage of travel-related images: the Sagrada Família in Barcelona, the Eiffel Tower in Paris, the Colosseum in Rome, and a city skyline at night. A QR code is provided for sign-up.

STUDENT/PARENT FEEDBACK

My son had such a wonderful experience, so much so that he intends to take other Edutransport courses and has recommended his sister do the same when she gets to high school.

Make it longer. These kids did not want to come home.

It was wonderful and he made memories and lots of new friends.

There is nothing I think could be improved.

This has been one of the best experiences of my life and I will cherish the memories I made forever!

Thank you to Edutransport, all the teachers and tour guides that made this trip so amazing and of course the wonderful people I met!

The hotels were in peaceful areas and I felt safe.

All the staff were extremely kind and accommodating so props to them.

Nothing about the excursion could be improved in my opinion as I had so much fun with everything.

My favourite parts of the excursion was getting to visit so many lovely places that I wouldn't have the opportunity to visit at home.

The tour guide kept my daughter very engaged.

The bus driver was the best!

There was always a wide selection of food available.

A 3D rendering of the words "Thank you" in a light blue, blocky font mounted on a plain white wall. The letters have a slight shadow on the wall behind them. Below the wall is a wooden floor with a horizontal plank pattern.

Thank you